



photo by Wells

Halifax police attempt to quell the riot that took place midway through the third quarter in the Atlantic Bowl last Saturday. The riot spilled over onto the playing field causing a ten minute delay in the progress of the game and confusion along the Hawk bench which was less than 30 feet from the bleachers.

It all started when an errant wine bottle fell near the Hawk bench and President Frank Peters asked a Halifax policeman to take some action. When the policeman did go up into the crowd, it reacted by shoving around some of the student police. From there it grew into one of the worst catastrophes in sports history.

## The National News

### U OF T COMMITTEE INVESTIGATES GRADING DISCREPANCIES

TORONTO (CUP)—“We are being unfair to students,” was Scarborough principal Ralph Campbell’s report to the U of T Academic Affairs Committee.

Campbell was protesting the marking system under which his report said “Wide discrepancies lead to injustices to students. For example, and without criticism of either English or History, 20 percent of the students taking English courses at Scarborough received A’s while 7.5 percent of those taking History courses received A’s.”

Campbell suggested in his letter a possible range of discrepancies which would be acceptable and that anything past those limits should be questioned:

The Campbell scale indicated three areas which might be questioned:

—A course with more than 25 students with a mean grade of less than 60 or more than 75;

—A grading pattern with less than five per cent or more than 30 per cent A’s;

—a high incidence of F’s.

Campbell submitted statistics from the 1972-73 year at Scarborough which showed that of 14,717 student-courses taught the average mark was 66.1.

This broke down into 16 percent A’s, 36.3 percent B’s, 26.5 percent C’s, 11.8 percent D’s and 9.1 percent F’s.

Campbell pointed to the first year commerce course as “obviously a serious problem.” He said of 1246 enrolled, three got A’s and 6 failed with a mean of 49.8.

He used this example to urge a comparison about “teaching practices and student qualifications at Scarborough vis a vis St. George, the main U of T campus.

### LAW PERMITS WIFE TO RETAIN MAIDEN NAME

TORONTO (CUP)—One of the few clear things in the law relating to changes of name is that there is no obligation whatsoever upon a married woman to adopt her husband’s name upon marriage. The change of name is merely a social custom. The common law permitted a woman to retain her maiden name and the Change of Name Act does not impose the husband’s surname upon a wife although it expressly permits her to adopt it, if she desires to do so, without using any of the formal provisions of the Act. Thus public or private bodies are entirely in the wrong when they insist on the use of a husband’s surname by women who have never adopted it as their own.

It would seem likely that a wife who found herself confronted with public officials who take such an ill-founded attitude would be able to apply to the courts for an order to compel the officials to accept or issue documents bearing her own name.

**Morgenthaler found not guilty**  
MONTREAL (CUP)—After ten hours of deliberation the jury of eleven men and one woman found Dr. Henry Morgenthaler not guilty of having performed an illegal abortion.

Morgenthaler admitted to having performed an abortion on the witness for the prosecution, a 26 year old unmarried graduate student, but maintained that he was entitled to immunity under section 45 of the criminal code. It states that no one can be prosecuted for performing an operation that is medically necessary to the patient if reasonable care is taken.

The woman in the case is in Canada as a student, had few friends and little money. She testified on the stand that she intended to obtain an abortion because as a student, she could not afford to raise a child.

# the Cord Weekly

## Lowe attempts censure, SAC passes budgets

by Dave Schultz

In a Student Administrative Council meeting held last Thursday SAC granted small club budgets totalling \$842, approved a controversial executive order to donate \$200 to a cheerleaders travelling fund, and voted down a motion by David Lowe to censure the Cord over an editorial which spoke unkindly of cheerleaders.

The first order of business, the \$200 appropriation, met with heated discussion as SAC president Dave McKinley justified the executive order for the unbudgeted expenditure while under fire from council members Jim Binns, Warren Howard and Mike Grainger. McKinley stated that it was entirely within the constitutional rights of the executive to make such a decision without consultation with SAC, and it was not deemed a matter of sufficient importance to call an emergency SAC meeting.

The executive order, given Tuesday of last week was acted upon, and the \$200 spent before the meeting Thursday. Major

criticism of this method of operation was that the executive was pre-empting the functions of the student council. However, the motion passed with an overwhelming plurality.

The council then approved expenditures for honoraria for the directory editor and the homecoming chairman. Their stipends required SAC approval because, by the nature of these jobs, they are finished before the date of payment specified in the by-law and thus a release was needed for the payment.

Council then approved all but one of the small club budgets presented. IVCF received \$235, the German club \$172, the Photo club \$235 and the Chinese Students association \$200.80. McKinley outlined the formula under which the monies were granted, and then explained how under this formula, the International Students Association’s budget was reduced from approximately \$1000 to \$210.70. A representation was made by the ISA but was unsuccessful in swaying the council which voted to grant the \$210.70 on

condition that ISA present a revised budget at the next meeting.

Next on the agenda was a list of capital expenditures which included materials and equipment for the Board of Publications, the Player’s Guild, Radio Lutheran and for the general SAC office. Total of expenditures allowed is \$2,186.

In the closing minutes of the meeting Sac president McKinley took an opportunity to speak to a series of resolutions presented to the council members but never moved that in essence attempted to curtail the powers of the executive to make large appropriations without some reference to council members. After hearing McKinley’s defense of his positions both on legal and political grounds, the council members seemed satisfied with leaving matters as they are.

However, in the closing minutes of the meeting newly elected representative, David Lowe presented a motion of censure directed against the Cord. He was particularly incensed with the editorial printed last week in the which the Cord criticized the ‘concept of cheerleading’ and the necessity of the \$760 expenditure to send them to Halifax. Lowe exclaimed that a person who didn’t like cheerleaders couldn’t possibly like the football team, and furthermore that the Cord was doing a disservice to the school by berating the cheerleading squad. He claimed the Cord, by rejecting the cheerleaders, was encouraging apathy. SAC president McKinley interjected that it is not the role of the council to censure the press, whereupon a heated debate took place as to whether he said ‘censor’ or ‘censure’. Finally the question was called and the motion defeated by an overwhelming majority.

McKinley has not yet announced the date of the next council meeting although he anticipates one before Christmas. (For more on the Cord and apathy see the letters on page six).

## Conrad Constitution: It finally made it!

by Cathy Riddell

On November 8, 1973, a copy of the newly proposed Conrad Hall constitution was distributed to every house resident. They were asked to read the constitution and show their acceptance or rejection of it in an election which was held on November 13, 1973.

A two-thirds majority of all residents was needed to bring the constitution into effect. The result of this vote was not worth mentioning. People just didn’t seem too interested in the whole idea.

As a result of this, a full house meeting was called for Monday, November 19. At this meeting, the House Council President asked all the residents to please vote on the issue.

A second vote was taken on this issue Tuesday, November 20, and this time it was successful. 86 percent of the residents voted and only 9 residents were opposed to it. The constitution of Conrad Hall has now been ratified by the resident body and is now in effect.



photo by Francey

The seemingly never-ending tick-tock of tennis table balls finally came to a glorious finish in the first WLU table tennis tournament last Thursday. Full results on page 15.



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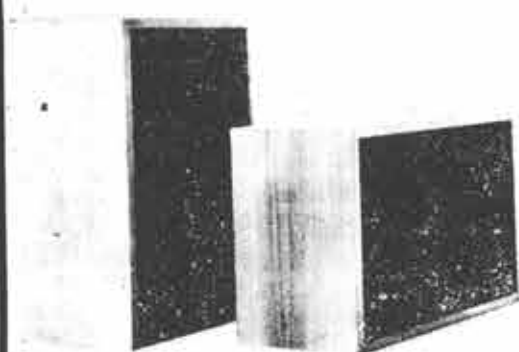
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# Istvan Meszaros: Marxism, reality or utopia?

by Pat Bush

Dr. Istvan Meszaros, prominent Marxist scholar, gave an interesting and informative lecture on "Marxism, the End to Human Woes", on Monday, sponsored by the Cultural Affairs Committee and the Philosophy Department of WLU.

Dr. Meszaros is presently teaching at York University, after a hard and trying bout with the Canadian Immigration authorities last year.

In 1972 Meszaros quit his position at the English University of Sussex (where he gained world recognition as a scholar) and applied to the Canadian High Commission in London to emigrate to Canada. He was turned down as a security risk. Public opinion concerning Meszaros' rejection ran very high and can be embodied in this letter sent by the Canadian Association of University Teachers' Committee of Academic Freedom and Tenure to Bryce Mackasey, the Minister of Immigration at the time:

"We recognize the right, under the Canadian Immigration act, of the Minister to exercise discretion in cases where issues of national security are involved... But we are convinced that this discretionary power should be wisely applied against Meszaros whose political ideology, rather than any criminal or subversive activities, appears to be the bar of admission" (The UBYSEY, October 6, 1972). (Meszaros was an assistant to the culture minister in Hungary's anti-Stalinist communist government before the invasion of 1956, if that sheds any light on this rejection.)

After coming to Canada to appeal the case, it was ruled by the authorities that he was in Canada illegally and ordered out of the country: deported in other words.

Meszaros returned to Britain on a promise by the Immigration Department that "he would get landed immigrant status if he applied before entering the country" (Globe and Mail, Jan. 23, 1973).

After the several catches and



photo by Schultz

Work should be an end, not a means to an end...

throws of this problem in the hands of the immigration officials, Meszaros returned in January 1973 and took up his position at York University, and as he says himself, "as you can see the American hemisphere hasn't been turned upside down yet as a result of my

arrival."

Meszaros did his undergraduate and graduate work at the University of Budapest, and has since taught in Italy, Scotland, Mexico and, as already mentioned, England.

He has written several books in Hungarian, German, English and Italian and most notably the "Marxist Theory of Alienation" for which he received the Isaac Deutscher prize.

In his lecture Meszaros tackled the problem in determining whether or not the culmination of Marxist thought equals Utopia. Utopia is seen as "any state, condition or place of ideal perfection," or on the other hand only a visionary, impractical scheme for social improvement.

Meszaros feels strongly that Marxism is certainly not Utopian. Although, according to Meszaros, Marxism has roots in ideology and value systems, the practical implications of Marxist doctrine are very real and veritable.

From Thomas More's Utopia (1516) he brought out the idea that in a perfect society a man could walk into a warehouse or market, and take anything that he and his family requires to satisfy their needs, without payment or exchange. Marxism can be (but only very carefully) oversimplified as the shift from "each according to

his ability to "each according to his needs"

Some parallels can be seen but Marx himself recognized the difficulty of attaining such a condition and Marxists are aware of the complications that might in reality cause the supposedly never empty market house, to be indeed very empty. Since it is humans who are dealing with marxist theory, human interpretation and error are inevitable. Until production in the world reaches a state where everyone's needs can be looked after, and where people will forget the superfluous and excessive "needs" then maybe the Marxist society can be realized. Any communist country existing is going through this transitory stage from capitalism to Marxism so it is only logical to realize that ambiguities and seemingly "un-Marxist" procedures are inevitable. According to Meszaros the truly socialist state will only emerge after many long years or even centuries. He stressed that adopting Marxism does not signify a revolution but rather signifies that the state of government involved will from that point onward

work toward the pure Marxist state.

Education and political consciousness are quite necessary in this process and that is why Meszaros' presence on our campus and even in Canada is very important. That is also why the fact that he was barred from our country is so important. In a system such as Canada's that apparently advocates high standards of education, free thought and expression, self determination and actualization, it seems ironical that a man such as Meszaros, a world recognized writer and scholar should be denied entrance into this country. Obviously there was a need for his presence or he wouldn't have been hired in the first place.

The fact that Meszaros is here today and was able to speak to an intelligent and appreciative audience, may cause one to give some credit to the people responsible for straightening things out for him, but more credit is due to the faculty, students and citizens who supported him and thought that he was worth the trouble to support.

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# IQ and Arthur Jensen

## New rationales for bigotry

| Study                  | Test used          | Number of twin pairs | Correlation (as a percentage) |
|------------------------|--------------------|----------------------|-------------------------------|
| Burt (UK)              | "Individual Test"  | 53                   | 86                            |
| Shields (UK)           | Dominoes—Mill Hill | 37                   | 77                            |
| Newman et al (US)      | Stanford-Binet     | 19                   | 67                            |
| Juel-Nielsen (Denmark) | Wechsler           | 12                   | 62                            |

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the Chevron

This is the second in a series of three articles by Denis Higgs and Bill Wadge of the pure math faculty of the University of Waterloo.

Last week we described how certain psychologists etc. are trying to give racism a "scientific" basis on which they proceed to make frankly sinister recommendations as to social policy. A.R. Jensen's article *How Much Can We Boost IQ and Scholastic Achievement?*[1] is the most extensive attempt to tie supposed racial and class differences in intelligence to people's genes and its main points may be summarized as follows:

IQ measures intelligence;  
IQ is eighty per cent heritable amongst whites;

"genetic factors are strongly implicated in the average Negro-white intelligence" (Jensen[2]).

This article will discuss points two and three of Jensen's argument; point one will be considered next week.

That Blacks score lower on IQ tests on average is not disputed. Jensen and others usually put the Black-White difference at about fifteen points, relying on data collected by Audrey Shuey, in *The Testing of Negro Intelligence*[3], whose avowed purpose is to prove the inferiority of Blacks. While the fifteen-point figure may be technically correct, it is a serious distortion of the facts simply to cite this number and say no more.

For one thing, the data were collected mainly in the southern US, between 1925 and 1960. But more revealing are the wide racial variations in Black IQ scores. Typical averages are 77 for rural southern Blacks, 83 for urban southern Blacks, 88 for northern Blacks, and 91 for northern Black high-school students. The pattern is obvious—the better the schooling and the more exposure to middle-class culture (to which the tests are biased), the higher the score. These figures are embarrassing to racists, and some (eg Eysenck[4]) try to explain them in terms of selective migration, but such theories have long been refuted (Klineberg[5]).

As regards the remaining IQ difference, Jensen says something himself here: "Usually I felt these children were really brighter than their IQ would indicate. They often appeared inhibited in their responsiveness in the testing situation on their first visit to my office, and when this was the case I usually had them come on two to four different days for half-hour sessions with me in a "play therapy" situation, in which we did nothing more than get better acquainted by playing ball, drawing finger-paints. . . . As soon as the child seemed to be completely at home in this setting, I would retest him on a parallel form of the Stanford-Binet." [6] A sad picture, but the kids' IQ scores go up 8 to 10 points. In short, there is simply not much IQ difference to explain! As for the remaining IQ difference, there is plenty of evidence that cultural factors can account for it. American Blacks, for example, also score poorly on IQ tests—with one exception. The Osage Indians in Oklahoma discovered oil on their land, and enjoy good homes and schools. They also score normally on IQ tests.[16]

Before going into Jensen's second point, the concept of heritability should be explained. To say that IQ (or any measurable trait) has a heritability of .8 in a given population means that eighty per cent of the measured differences in that population are due to hereditary differences, the remainder to environmental influences. Thus it does not make sense to talk about the heritability of IQ in general, only the heritability for particular

populations. In principle, the heritability of IQ could be estimated from the correlation between the IQ scores of any related persons, such as parents and children. The trouble with this is that there is then a close environmental, as well as genetic, similarity, so we can't say how much of our correlation is due to heredity alone. To avoid this, identical twins reared apart have been studied in detail as providing the most reliable evidence that there is for the heritability of IQ. There have been four major studies of such twins and the essential figures from these are given in the table at the top of this page.

These correlations do suggest a high heritability for IQ and this conclusion has been widely accepted. Recently, however, Leon J. Kamin, professor of educational psychology at Princeton, has made what

kept one twin and gave the other to 'friends of the family' [8].

Burt claimed in his study that there was no significant correlation between the statuses of the homes in which the members of a separated pair were raised but, unlike Shields, Burt gave a little actual detail and his claim is open to question, to say the least.

Another difficulty with twin studies is that great care must be taken to standardize the test in order to avoid correlation between test scores and age or sex: "Recall that identical twins are necessarily of the same age and sex. Thus if the measure on which members of a twin pair are compared varies with either sex or age, and if twin pairs of both sexes and of varying ages are included, the IQ correlation between twins is utterly confounded with sex and age." [9]



is probably the most exhaustive survey of the literature on twin studies. In an invited address to the Eastern Psychological Association Convention, May 1973, he reported in detail on his findings and comes to some surprising conclusions[7].

As we saw above, it is essential to the significance of the results obtained from a study of separated twins that there be little or no correlation between the environments of the twins. The Shields study gives considerable detail as to what kinds of cases constitute "separated twins": in two-thirds of the cases the two twins were reared in related branches of the parents' families and these twins had significantly closer IQ scores than did those reared in unrelated families. As Kamin says: "That is scarcely evidence for an overwhelmingly genetic determination of IQ scores" [8].

He continues: "The relatively modest correlation of .51 observed in twins reared in unrelated families must in no sense be taken as an estimate of what might be observed if twins were assigned to families at random. The typical case of "unrelated families" was one in which the mother

Kamin gives a vivid illustration of this. He lists the twins (in a given study) according to age and then groups adjacent pairs together; (A, A') with (B, B') say. Then within each of these groups he pairs each person, not with his/her actual twin, but with each of the other people in that group, so that the pairs he arrives at—(A, B'), (A,B), (A',B) and (A',B')—are unrelated except in age. Yet he found for the Newman and Juel-Nielsen studies that the resulting correlations between these pairs were about as high as they were for the genuine twin pairs!

One wonders how the Burt study would have fared here, but it will never be known—Burt gave no information whatever about the ages or sexes of his twins, nor did he even leave it at all clear what tests he used. Now the late Sir Cyril Burt is the authority most frequently cited by Jensen et al on the heritability of IQ so something should be said about these curious tests. Jensen states that the tests used by Burt were an English adaptation of the Stanford-Binet. How did Burt describe his own tests?

He reported correlations based not only upon "group test" and "final

assessment", but also upon "individual test". Here is an extract from his 1966 paper: "(i) a group test of intelligence containing both non-verbal and verbal items; (ii) an individual test (the adapted Stanford-Binet); and for doubtful cases, (iii) a set of performance tests—standardized by Miss Gaw (1925). The test results... were submitted to the teachers for comment or criticism, and whenever any question arose, the child was re-examined" [10].

But in 1958, describing the same study, Burt refers to the figures reported in his tables under the heading "individual test" (the same figures listed under (ii) above) as being not Stanford-Binet, but "based on non-verbal tests of the performance type." [11]

Delving back further, Kamin found that the references supplied by Burt were of no help in sorting out this mess—though we do know that the standardization sample used by Miss Gaw in 1925 consisted of "100 pupils in London schools", and that there were "striking" differences between the sexes in test scores [12]. Kamin concludes: "The numbers left behind by Professor Burt are simply not worthy of scientific attention." [13] So much for that eighty per cent!

But suppose for the sake of argument that the eighty per cent figure is true for whites, and that a similar figure is also true for blacks. Is Jensen right in hypothesizing that, given the fact that intelligence variation has a large genetic component, genetic factors may play a part in the black-white IQ difference. [14]

Sound logical? Well it isn't. Professor R.C. Lewontin, a noted geneticist, has debunked this argument and gives the following example: Take two handfuls of corn seed from the same sack and grow them in two uniform environments, in one of which the concentration of nitrates is cut by half. Then, within each lot, the variation in height of the grown plants is entirely genetic (no environmental variation within lots was allowed) and hence the heritability of height in each population is one hundred per cent. So we might expect heredity to play some part in the difference in average height between the two populations—but it is entirely environmental (we used the same sack)! [15]

While Jensen's genetic theories are perhaps the most attractive to a thoroughgoing racist, there are others just as vicious. These rely on such factors as lack of parental care, nutritional deficiencies, inadequate stimulation, etc.

They have as little basis in fact as Jensen's but we will not go into them; as the next article will show, IQ tests do not measure intelligence. Studiousness, respect for authority, even patriotism, but not intelligence.

1. A. R. Jensen, "How Much —", *Harvard Educational Review*, 39(1969), 1-129; also in HER Reprint Series No. 2, *Environment, Heredity, and Intelligence*, pp1-123.
2. Jensen, op. cit., p82.
3. A.M. Shuey, *The Testing of Negro Intelligence* (2nd ed.), Social Science Press, New York, 1966.
4. H. J. Eysenck, *The IQ Argument*, Library Press, Freeport, N. Y. 1971
5. O. Klineberg, *Race Differences*, Harper and Row, New York, 1955, Ch. IX
6. Jensen, op. cit., p100
7. L. J. Kamin, "Heredity, Intelligence, Politics, and Psychology", text of an invited address of the Eastern Psychological Association Convention, May 1973.
8. Kamin, op. cit., p12.
9. Kamin, op. cit., p10.
10. C. Burt, the genetic determination of differences in intelligence: a study of monozygotic twins reared together and apart. *Brit. J. Psychol.*, 57(1966), 137-153.
11. C. Burt, A note on the theory of intelligence, *Brit. J. Educ. Psychol.*, 28 (1958), 281-290.
12. I. Gaw, A study of performance tests, *Brit. J. Psychol.*, 15(1925), 374-392
13. Kamin, op. cit., p11
14. Jensen, op. cit., p82
15. R. C. Lewontin, "Race and Intelligence", *Bulletin of the Atomic Scientists*, March 1970, pp7-8.
16. Klineberg, *Race and Psychology*, p22.



# THE CORD WEEKLY

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## A logical extension

President Frank Peters has, in his memo to the staff urging them to be considerate of the tactlessness of the faculty and students with whom it is their sorry lot to deal, done a great service to the community, including staff. However, he has done only part of the job. What about the faculty and students?

### A MEMO TO FACULTY

You may have noticed that there have been very few students in your classes recently. Please do not take this personally, because there are some very good reasons for this lack of attendance. First, all those term papers you assigned three months ago are due any time now, and, incorrigible procrastinators that students are, they have left them to the last minute, just like they do every year. In a way, it's all your fault. Not only that, but a goodly number of those who do attend classes are still depressed over the loss of the football game last weekend; that wild weekend in Toronto for the College Bowl went down the tubes, and it still hurts.

On top of all this, you may have noticed that the long-suffering staff in the Torque Room is less stoic than usual. It's not you, it's those students. How would you feel if you had to serve them eight hours at a stretch instead of only fifty minutes three times a week?

Merry Thesis and Happy Publication.

### A MEMO TO STUDENTS

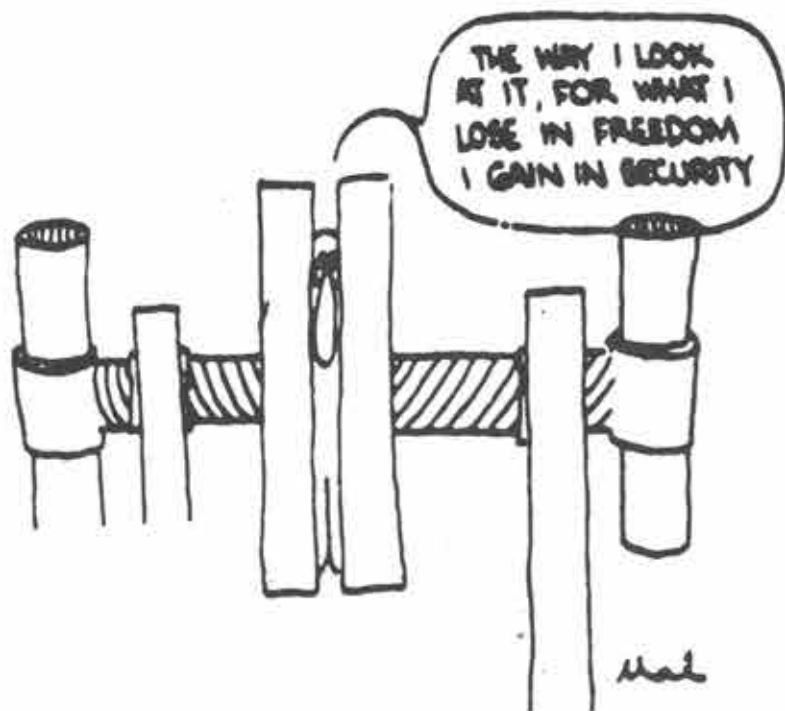
Although you are undoubtedly mired nicely in the annual mid-term rush, I would like to remind you that you are not the only people on campus. The faculty, for instance, are facing the unpleasant prospect of marking your illiterate, borderline-legible exams and boring essays, so don't expect the impossible; your profs will not be their usual cheery selves until after Christmas at least. Not only that, but some of your profs are facing the crisis of their career, the acceptance of their thesis. Those profs in that situation are facing pressure like you, in your picayune first-year courses, have never faced, so take it easy on the poor guy. Same thing with the staff; they get paid to serve food, clean up your mess, and make the place liveable, but after a term of the noise and confusion their patience gets a mite thin.

I don't know if I can expect your co-operation in this matter.

### A MEMO TO THE CORD STAFF

You may have noticed recently that the only letters you get from on campus are ones complaining about the paper; some of them call for the immediate suspension of publication, some ask only for your heads in a dish. Forgive them, for they know not what they do, and neither do you for that matter. Remember when you vowed to wake the WLU student body by whatever means possible? Well, you've done it, and now you'll have to live with it. Isn't it ironic that the piece that really shook them loose was one of the cheerleaders? Imagine, the Cord Weekly being cast in the role of Defender of Apathy, Enemy of School Spirit. I guess they didn't read your piece slamming apathy, but then, who wants to read about that? It all boils down to the difference between form and function, but why split hairs?

Yours truly,  
Tom Garner



## Comments on Surprise Attack

I would like to reflect on some of the remarks made by the author of last week's letter to the Cord entitled "surprise attack". In that letter, the author claimed that the Syrian-Egyptian simultaneous assault on Israel was no "Pearl Harbour". It was pointed out that the Israeli intelligence was monitoring Syrian and Egyptian movements two to three weeks prior to the attack while Israeli Skyhawks and Phantoms were not caught on the ground and Israel was calling up her reserves four hours before the initial attack.

One thing that can be assured is that Israel has been closely monitoring the movements of Egypt and Syria and eleven other Arab countries since her independence in May, 1948. No indication of any assault was obvious until the day or two that preceded that attack. On three separate occasions during the week before the war, Israel told the U.S. there was no chance of hostilities breaking out in the Middle East. In his opening statement on the Middle East war, Dr. Kissinger emphasized that the U.S. was aware of concentrations of Egyptian and Syrian forces, but that these were interpreted by both U.S. and Israeli intelligence as regular manoeuvres (arrayed in defensive alignment).

Israeli Skyhawks and Phantoms were not caught on the ground because the Arab air forces were too busily preoccupied supporting the 36,000 tons of armour that were being thrown against the Israeli garrisons which are kept at a minimum level even at the most forward outposts on the Day of Atonement.

The nature of Israel's security is such that her defence hinges solely on her ability to swiftly mobilize the reservists, an operation requiring more than twenty-four hours before it is effective. The fact that Israel began mobilizing the reserves, the bulk of the Israeli fighting forces bare hours before the enemy attacked with all his forces was by no means any consolation to the Israeli people. Consequently, the ceasefire lines were defended by a skeleton garrison of Israeli troops on the opening day of the assault and some of the 1400 Syrian tanks that began the initial assault almost reached the heavily populated Israeli Hula Plain.

On Saturday, October 6, an Israeli pilot was scrambled shortly before 2 pm to report on an object making for Tel Aviv. It was a Kelt missile with a 300 kilo warhead that the pilot fortunately destroyed over the Mediterranean Sea. The joint Egyptain-Syrian assault began shortly thereafter at 2 pm timed deliberately for the Day of

Atonement. Israel had learned earlier that the attack would take place. The Israeli Cabinet decided not to pre-empt the planned Arab assault. The Israeli decision was taken deliberately, despite the military disadvantage to make it clear to the world who was responsible for starting the war and why Israel's borders must be securely recognized, a decision for which the Israeli's have paid heavily. The world did not recognize the serious security situation that had been imposed against Israel in the few days prior to the Six-Day War because it was widely believed that Israel had started the war. Ironically, now that it has been clearly established that the Arabs attacked first in 1973, the serious implications of the attack are played down because Israel did not suffer a catastrophe similar to that of Pearl Harbour. I can think of some far worse catastrophes in the heritage of the citizens of Israel. The initial attack by Egypt and Syria with a combined force of more than 3400 tanks and 600 planes was not entirely a surprise to Israel—but it was no great honour either.

Ron M. Smith

## School Spirit: Rah Rah

Your staff has this year campaigned somewhat on the apathy issue here at WLU. I personally took great offence at your attack on the cheerleading team in an editorial by Mr. Fred Youngs in last week's Cord.

It should be noted that I am in no way associated with that squad. There are a number of students and Alumni who give freely of their own time to practice and should be given at least some credit, which the paper has failed to do.

Perhaps the editorial staff feels that cheerleaders are indeed a waste of time and money foolishly spent. However there are those who feel, many times, the Cord Weekly is not worth the time and money spent to produce the paper.

Even though your staff may not agree with this issue, you could greatly aid the cohesiveness of the school by supporting some things the staff does not agree with.

Do you expect the apathy you are so concerned with to decrease when some students go out of their way and you in turn put them down?

You have chastised the wrong group for doing what others would not do. Criticize those who do nothing or those who do nothing but aid and abet apathy.

As for you Mr. Youngs, you should take some of your own wisdom and face the fact that on

top of the energy crisis there is also a newsprint shortage. Why don't you do us all a favour and give up your psuedo journalism.

William A. Hoch

## Wake Up Cord

Every year the students at Laurier are accused of deadly apathy. I'm sure I've read at least one editorial to that effect complaining about the lack of response in general to issues put forth by the Cord, and the absence of letters in particular. By and large the accusation is accurate, but I'd like to take exception to what you said with regard to Under Attack. Better late than never.

In a front page article relating the week's events (Oct. 18) you referred to the difficulties Bill Carney was having in 1) getting panelists and 2) getting any intelligent arguments from the aforementioned. Then you said "see article on page 7 if you're at all interested". I was interested and did look but there was nothing to see. You mentioned Bill Carney's trials again in your editorial "Waking Up..."

The only account given the next week was a photo of one of the programs with a caption that labelled the Stackhouse and Morris sessions as a "trifle pedestrian" and the Garner show as much "more livelier".

What puzzles me is that here was an indication that Laurier students can be something other than apathetic and the response from you was pity for Bill Carney and to have the participants lambasted, even that was minimal. The three programmes received a one photo, four line review.

Is discussion about a radical view of Christianity, nationalism and capital punishment less controversial than "the booster bus fiasco" or expensive meals in the Torque Room? What do we have to do to wake you up?

Lisa Miller

## Against Chartrand

In relation to the Cord report of Michel Chartrand's November 8 lecture on the Middle East at the University of Waterloo, I feel that, while the writer generally had a good perception of the meeting, she missed one very important point. In "(refusing) to let a man, recognized by the chairman, speak", I maintain that he did far more than contravene the bounds of tact, or even of consideration.

All night, Chartrand had been maintaining the existence of basic human rights—the right of human dignity, the right of self-determination, the right of the Palestinian people to a homeland. Yet, in the final analysis, he denied

Continued on page 7



## Opinion and Comment

*A voice from within***Talking to Pierre**

by Ken Pope

Last Saturday, while the Hawks were playing football, Pierre Trudeau and his boys were caucusing. It was a full-scale cabinet meeting on an estate in the Gatineau Hills north of Ottawa,

surrounded by Mounties and 270 acres of land. Only Jack Davis and Mitchell Sharp, who was in the Soviet Union generating good will and friendship, were absent; Agriculture Minister Eugene Whelan returned early from a U.N. conference in Rome to take part. Mr. Trudeau had said that the meeting would consider the priorities of various pieces of legislation, but no formal press release was issued as to what actually took place. Personally I think they were just getting together to try some of that purple mesc that's going around (good stuff, eh, Pierre?) but there are those that feel an election in the frosty air.

There may be something to that conjecture. The energy crisis can only get worse as the winter months go by, and the price of food doesn't seem to have stabilized no

matter what Ms. Plumtree says. Wishful thinking has never overcome a political reality, and although government commissions and press releases may try to delude the public there no doubt is a method in their myths. When you stop and think about it the odds in favour of an election in the near future increase. For instance as I said the situation isn't likely to improve. It would appear almost a certainty that the federal government will drop the export tax on Canadian crude at the end of January. Unemployment, whether seasonally adjusted or not, increases in absolute figures every winter. The NDP which holds the balance of power may decide to call an election on its own terms if a sufficiently favourable situation arises; the Liberals, who as everyone knows are the only capable and legitimate rulers of

the land, prefer to call elections on their own initiative.

A winter election on the issue of the energy crisis has a couple interesting points. The Conservatives would have to wrestle with the problem of a Conservative government in Alberta not co-operating on gas sales to the Conservative government in Ontario. A federal Conservative government would be bound to alienate one province or the other unless it made an extremely mediocre and middle-of-the-road decision in passing legislation. On the one hand the federal Conservatives have more seats to lose in Ontario but then they can't afford to lose ground in Alberta.

The energy crisis is tailor made for the NDP, which has been pushing resource exploitation for years, but as anyone who has worked in elections knows the

mainstay of party campaigning relies on door-to-door work by the rank and file. Trudging up and down in the cold and slush tends to dampen the spirits of the workers and could have a great influence on the effectiveness of NDP efforts to take the issues to the people. To a lesser extent this could affect the Conservatives, who of late have taken to adopting the NDP technique to their own advantage. The educational campaign of the Waffle may offset this in favour of the NDP; it will be interesting to see if the loss of workers to the Waffle in Ontario harms the election campaign.

Trudeau called the October 1972 campaign and election a "Dialogue with the People". The results show that they talked back. The next election will tell the Liberals if the people have finished speaking their piece.

*Right Thinking***The Cradle of Democracy**

by Robert K. Rooney

This weekend students went into the streets of Athens to protest against the repressive military government of President Papadopoulos. Martial law was declared and, after casualties to several hundred people, the regime appears to be in full control of the situation.

The riots were intended to bring

down the government, according to news reports. The Greek government accused 'outside leftist agitators' of provoking and leading the disturbances. It is highly probable that the Left did indeed organize and lead the students into the streets. To do so seems to be a classic left-wing tactic. Every Western country had its student leftists revolting in the streets (unkind souls found them revolting just about anywhere) in usually vain attempts to 'change the system' or start 'the Revolution' (whatever happened to 'the Revolution'?) or...well, you know the phrases. Conservatives are not usually found 'on the barricades' (although, if pressed they may be active in tearing them down) because of a generally deep-seated belief that laws should be made and changed in a reasonable manner. A Conservative cannot riot, for he distrusts the mob however much he agrees with its

goals.

The modern history of Greece can almost be dated from the Second World War. When the Nazis and Fascists invaded in 1941, they ended the Metaxas dictatorship and instituted their usual repression and tyranny. Greek guerrillas, both Royalist and Communist, fought gallantly against the invaders and occasionally one another. When the war ended, Greece was recognized as a British responsibility because of the traditional interest of that people in Greek culture and civilization. This interest manifested itself in various ways, from Lord Byron's death in 1824 in the fight for freedom from the Turks for the Hellenes; to the ill-fated British force which fought down through Greece against the Panzers which appeared to be winning everywhere. Byron's death symbolized the ardour which Georgian society lavished on

Greek independence. Pressure from other powers and especially Britain forced the Ottomans to establish an independent Greek Kingdom in 1832. The Tommies who fought there against high odds at a time when they were needed almost everywhere to defend the Empire, exemplified this sometimes quixotic fascination with Greece.

When the British liberated Athens in 1944 the opposing factions in the Greek Underground began to fight in earnest. British authority remained long enough to establish the legitimate government of the King and Parliament and temporarily subdue the Reds. The British Empire and influence declining, then retired from the Balkans. American aid assisted the Royal government to defeat the Communist insurgency which flared up in 1946. This bloody civil war lasted until 1949 and delayed the country's recovery. The

government was increasingly unstable and, in a typical move, the military took over in a 1967 coup.

For the last few years the Royalists and conservatives have supported King Constantine in exile. A Royalist counter-coup in late 1967 failed and there have been repeated arrests and trials of loyal officers and politicians. To give the Left credit for all of the opposition to the Colonels is to lose all perspective. The Left in Greece was smashed in the late '40s as a Revolutionary force. The moderate left has suffered from repression as well, but the fact remains that the Colonels appear to fear the Royalists more than they do the Left. Constantine is in exile, but the Greek Monarchy is resilient and seems to always bounce back. Let us hope that Greece will mature enough to soon adopt the governmental philosophy which was born there.

continued from page 6

to a fellow human being the right to hold an opinion and the right of freedom of speech, two equally fundamental rights. I maintain that anyone who denies any of the basic human rights, leaves himself open to the denial of human rights.

As to the ultimate solution of the present problem in the Middle East, I can only say that there seems to be no simple solution—very astute observation indeed! Judging from the precedents of history, and from the discussion which followed the Chartrand lecture, war is not the answer. It has not solved, and will not solve, ultimately, the present problem. On the other hand, "make love not war" verges on the trite, and is equally ineffectual.

William Blake once said that "Anything possible to be believed is an image of the truth". The present problem involves the reconciliation of many different images: differing Jewish viewpoints, differing Arab viewpoints, Canadian viewpoints,

superpower viewpoints, and the viewpoint of every individual who has a viewpoint, including viewpoints of people like me who are hampered by ignorance, and those of others like Michel Chartrand, who are hampered by other factors. These discordant images must be brought somehow into focus. The question is—how? One man attending the lecture suggested cool, dispassionate reasoning. Another suggested basic love and understanding. Things being as they are, we will need a generous helping of both. In any case, the solution will not be simple, and the road to true peace will not be easy. I would be very much interested in hearing the views of other people on this campus in relation to this problem. Talk will not accomplish everything, as was proved by the November 8 meeting, but it will accomplish something and something is on the direct road to everything.

Mark Cumming

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# Do universities educate?

If you don't believe that people have a natural desire to learn, don't read this article. If, however you think there may be a possibility that they do, keep reading.

Starting with this premise, Mr. Walker, a third year philosophy student at Western looks at universities and how they fail totally to accommodate that desire.

by F.N. Walker

"All men," said Aristotle, "possess by nature the desire to know." You can interpret Aristotle loosely as saying all people have a natural desire and ability to learn (so the process could only cease to operate if hindered). What is amazing is the ease with which John Herman Randall Jr. reacted in the following way to Aristotle's classic statement: "Aristotle never had the privilege of teaching in an American university. Had he had the chance to observe human nature, he might not have been so rash." Randall hints at real motivational problems in university education, but without so much as an afterthought, he assumes that it is the student at fault rather than the university. For him, the university as it exists is so beyond criticism that any educational problem must be ascribed to the nature of the individual student. He implies that if Aristotle looked at the modern student he would there find evidence enough to change his entire concept of human nature.

It is this attitude to the university as an educational institute and the student as learner which is based on a gross distortion of the facts. Against it, it can be argued the chief motivational problems, drop-outs, drop-out problems, and so on, do not originate in the student (however much he is endowed with the human weaknesses) but in an institutional attitude and structure which, though usually intended to foster the movement towards learning, actually hinders it at every step.

## Education: static or organic?

The organic model of the learner regards the learner as a unit of self-directed growth in essential relationship to the environment. That is, the individual is truly individual, but grows by an organic process of interaction with the environment, ultimately under his own direction in accordance with needs felt by him.

The mechanistic model pictures the learner as an essentially receptive system, somewhat on the analogy of the computer, so the learning process must be externally initiated by a feed-in of information.

In the mechanistic model the input controller must ultimately direct the processing and response (since he designed the machine). On the organic model the input controller cannot ultimately direct processing

and response, since, firstly he did not design and does not fully understand the learner's functioning, and secondly he is emotionally involved with the learner such that the learner's personality affects the mode and content of the input. In the mechanistic model the learner must process information and respond upon external demand; on the organic model, since learning is ultimately self-directed, processing and response to any particular stimulus depends upon the attitude of the learner.

## Learning as a natural process

The organic model best describes the human learner, however enticing the mechanistic model may appear in a technological world. The human being is regarded in this context as manifesting a natural desire to learn, a necessary relation to the environment for the operation of this process, and an ultimate control over extent and character of the process.

If learning is a natural process (that is, one aspect of growth in general) as long as the person is alive it cannot be entirely prevented. The learner can, however, be retarded both by the wastage of opportunities to enrich his environment, and by structuring the environment in such a way as to hinder his particular self-directed outreach.

The aims of an educational institution are therefore seen to be the prevention of waste and the removal of hindrance, by so enriching the possibilities of the environment the individual's learning process is spurred to maximum efficiency.

The first and obvious point to make from this analysis is that the university fails right at the beginning. All the major decisions in academic programming are made in the absence of the learners, and made for the learners en masse. Students are compelled to enroll for courses of which the content and method of dissemination is pre-arranged. This implies the belief that learning is not self-directed. Moreover, the very existence of courses terminating in some kind of unilateral testing implies learning is not individualized.

A second and equally obvious point is the university contravenes the principle that learning is a natural process. As long as there are artificial goals set up to initiate and motivate learning there is implied a belief learning does not occur naturally in response to self-detected areas of need. These artificial goals are embedded in the fundamental structure of the university system of operation.

There is, for example, the practice of competitive grading, presenting an "A" as a status symbol and a key to further institutional support, rather than as a genuine recognition of a learner's achievement of understanding on the scale of his own starting point and self-articulated goal. There is the degree as a key to better employment or to graduate study as an escape from employment or unemployment.

It is obvious that social conditions have a share of the blame by respecting the kind of product which results from these artificial goals, but that is true throughout. The university cannot be said to be to blame—it bears to some extent the marks of its involvement in a wider social setting.

## Learning and competition

The mere presence of the competition which artificial goals encourage, and on which

reprinted from the Gazette

the reputation of the institution eventually comes to depend, has no connection with the education process as such. Competition often does stimulate learning, but for reasons other than the intrinsic worth of the subject matter. Giving a few the chance to obtain all the prizes at the expense of the many has nothing to do with education, and therefore has no place in the university's function.

The other side of this coin is that the majority of students must accept lower grades or failure, and what they suffer in loss of self-confidence is often crippling to the development of their types of potential.

Competition therefore hinders the progress of the average student, but it is not generally realized that as far as education goes, it does the same for the student of high ability. Brilliant students find it a simple matter to get through and carry all the prizes with them: as products of the system which places little value on the intrinsic worth of an area of learning as such, these students too often see no reason therefore to exert themselves. If you can get the proffered carrot in two steps, why take twenty-two?

## Learning and the environment

If the institution is conducive to self-directed learning, no artificial goals, that is, goals imposed externally on the learner, will arise. What aim does a person studying to become an engineer need other than the desire to be an engineer? A person with a passion for understanding, given the tools of conceptual exploration he requires, will blaze his own philosophic trail satisfied by the advance in knowledge itself. What other motivation could be relevant? There is nothing 'idealistic' in this as some have charged, it is simply the logic of the case and the psychology of individuals observed under the appropriate conditions. But in any case, the charge of 'idealism' as 'unrealism' is usually levelled not by those with some special insight into reality, but by those terrified at the difficulties of change and often in addition with vested interests in the status quo.

Along with learning as a natural and as a self-directed process, the importance of the learner's relation to the environment has been emphasized. It is not trite to insist that for education the personal environment is most crucial for a person, that interaction with others on a personal level is indispensable. The learner is not isolated in the learning process, nor is (s)he passive; therefore interaction on a personal level is necessary for learning as self-directed (that is, active) and as related necessarily to the environment.

If the university wishes to educate, one would expect it, in the light of these considerations, to make an effort to personalize schooling, to bring personal interaction right to the fore. In concrete terms, whereas we would expect professors to initiate discussion and cooperation in group work, in fact we find they demand silence while they lecture, and alienate student from student by preventing the sharing of ideas, and by grading competitively on individual work.

The other aspect of the personal environment is the wider social community in which the university finds itself—the 'real life' community where the relevance of the university is supposed to be located in a multitude of ways. That a few programmes stand out as especially interesting for their community involvement gives the game away—in general all university work is designed solely on the basis of books and

artificially contrived, university-situations. The personal environment of the student in its possibilities for learning in real situations is ignored.

Learning shown with contemporary situations in which the learner finds himself with the school tradition as relevant, has the potential to enlighten the student on what (s)he is presently doing.

In fact, how university programs are largely built totally on an image of an intrinsically traditional related, if at all, the student perceives as being continuously important accident or as a thought.

## Static learning

### static environments

In other words, present environments actual problems largely to illustrate the course material rather than the material being presented structurally cast light on areas of importance.

By a loose definition, the material environment can be said to be personal, but on an impersonal level, crucially affecting the personal. The material environment of the university building, equipment and facilities. For the personal environment engineered to provide maximum learning need circular (hexagonal for saving) rooms, a that will make natural geometric student seating possible. This is necessary for the utmost personal interaction: discussion. Everyone can see everyone. The existing classroom, each student study the back of the student's head, not conducive to personal interaction.

But again, little to be gained by having a fixed circle; it must be light, mobile to allow a group to break easily into small groups.

However, we find that design is ungainly to have even bolted to the ground. Even the presence of desks is a significant barrier to the necessary to relax and state personal communication some of easy chair and needed.

The inflexibility of the rectangular design with its rows of desks, commodatizing the learner, lecturing and board at one end architectural developed on the basis of a mistaken of the function of the teacher in the process. The teacher being regarded as a giver of information rather than a creator of all kinds of environments self-directed learning. In the latter teacher will only to confront the some of the time this function is only original student declaration. Obviously, with this concept the teacher, tried for a reshaped room arises.

Quite apart from the fact that the predominant stance is the concept of the teacher as a giver of information, the mechanistic model of the learner, the teacher as a partner of information, ridiculous simply in the group students can do it is increased students should have to pay for on schooling, almost all lectures now that printing press invented.

## Living on the 'dole': learning

The average university teacher present find alternative roles





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## Learning Environment

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## the 'role': lectures

university teacher would at  
the alternative role I have

sketched intolerably difficult, since his  
training is devoted entirely to an academic  
discipline; it includes no training in  
educational theory and practice. There are no  
doubt fairly obvious historical reasons why all  
levels of schooling except the university  
require the teachers to be trained in  
education, and I certainly think they are  
probably better off without the kind of  
teacher-training offered in North America,  
since that is designed precisely to weed out  
from the start the potentially good teacher.  
However it can still be maintained that the  
lack of a proper educational training for  
university teachers crucially impoverishes  
their usefulness to the student.

All concentration on aesthetics in the  
university is devoted to the fine arts studios,  
the university gardens and the building ex-  
terior. The bulk of the actual studying,  
however, goes on outside of fine arts and  
inside the building, where the walls of rooms  
and corridors are usually a blank and  
deadening nondescript color.

## The art of education

There is an analogy here between fine arts  
in relation to the rest of the university, and  
the university as a whole in relation to the  
wider community. The university tends to  
ignore the potential of the community, and  
the fine arts department tends to ignore the  
rest of the university.

Could it not be a year's 'studio' project for  
groups of fine arts students to enrich the  
inside of the university with paint, sculp-  
turing, creative embroidery hangings, and so  
on, perhaps also combining with other  
disciplines to present key areas of knowledge  
through displays?

To add a tinge of irony one can refer here to  
a certain community college. It has a first rate  
arts and photography department, but  
nonetheless employed outside artists at  
staggering cost to paint loud and rather  
boringly plain graphics on walls and ceilings.

What has prettiness got to do with learn-  
ing? It relaxes the mind, and yet opens its  
deeper portals to moods, wider suggestions  
and systematic thought freed from the anxiety  
of discomfort. The psychology of this must be  
unbelievably complex, but it need only be  
grasped that a person is not atomized; he is  
inseparably part of his experience in all its  
phases of feeling and intellect.

One suspects that the prevailing attitude  
whereby aesthetics has the tail end of the  
budget has a direct relation to the plain and  
whitewashed churches of our puritan  
forefathers. The prejudice that all this talk of  
beauty is somewhat sloppy is a naivety our  
society can no longer afford to support. If the  
quality of students' lives in the university is  
aesthetically impoverished, that fact will  
leave its mark on the quality of their later  
actions and impact on the world.

This has been no more than a sketch of the  
implications of accepting the thesis that  
learning is a natural, self-directed process,  
conducted through a necessary relation to  
the environment. It may be argued that the  
thesis is wrong, but the main thing is that



argument should at some stage proceed at  
this very basic philosophic level.

Universities are at present like an overbusy  
housewife, who, shocked by the sheer number  
of possible jobs awaiting her attention, fusses  
about, emptying a cup, dusting a table, getting  
nowhere in a tremendous sweat. What she  
should really do is sit down and calm down  
with a cup of coffee, while she thinks out  
carefully what really needs doing, in what  
order, and for what reason. Or even whether  
she should be a housewife...

## Thinking big: the solution

Our universities need to think big; there  
has been an excess of big spending and big  
enrolments, but no big thinking. As a result,  
we have an institution whose sole justification  
is its power to educate, but whose fun-  
damental structure is actually opposed to the  
very possibility of this function. In other times  
and places this might be something of a joke;  
as it is, the failure of the university creates a  
whole new dimension to the survival problem.

On the surface of it, it does seem ridiculous,  
however right the argument, to claim that the  
university cannot itself educate. The obvious  
can be admitted—students are more  
educated on leaving the university; but this is

only to be expected, since the necessary  
encounter with libraries, laboratories and  
skilled personnel could hardly have any other  
effect. These facilities alone, however, do not  
make a university; a university arises out of  
their patterning into an overall plan of per-  
sonal development—an educational system  
with specific aims and methods of achieving  
them.

It is the predominant theory governing the  
systematizing of the facilities (which one can  
maintain is radically opposed to the kind of  
personal and intellectual growth) which  
characterizes the process of education  
proper, when this is distinguished from a  
technical training, or the acquisition of a  
certificate whose worth is merely to indicate a  
student's endurance of a system. Such a  
certificate is justified only on the grounds that  
it may enable its holder to secure em-  
ployment, and a technical training is not by  
itself enough.

History is strewn with wreckage from the  
mistaken endeavours of people with cer-  
tificates and advanced technical training. If a  
university is satisfied with this, and a society  
is prepared to tolerate the university on these  
grounds alone, then that is that, but let's stop  
selling a certain process of training and  
certification as education.

# *It depends on how you view education.*



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# ESMOVIESMOVIESMOVIESMOVIESM

## Bang the Drum Slowly

"Bruce Pearson is so dumb", says one of his New York Mammoth team mates, "that you can't even play a gag on him."

A mediocre pro-baseball catcher with a less than mediocre mental capacity, Pearson also happens to be dying of Hodgkins Disease, unknown to team-mates and management.

His one friend on the team who does know of his condition superstar pitcher Arthur Henderson, is a contract holdout. He offers to sign his contract for a substantial cut in salary only if Pearson remains on the roster. Where Henderson goes, Pearson goes. Reluctantly, management agrees, unknown to Pearson.

With that particular eventuality, the season is underway for the major league New York Mammoths. Belegued by internal dissension, lackadaisical attitudes and uninspired efforts, the team struggles in the early part of the season. However, as Pearson's condition is gradually revealed, the team finds a heretofore unseen unifying factor. After the pennant is clinched, the rapidly deteriorating Pearson goes home and dies.

Briefly, this is not a movie that capitalizes on recent trends towards the glorification of fructose covered jockstraps. No, it is definitely not a covenant with a "pulled-hamstring".

Instead, its focal point is the institutional concept of professional sport, especially baseball, and exactly how the constant bludgeoning of human sensibilities is accommodated. (It can't be parried). The misfits, the racists, the failures, the sharks and the hopeless are all in glaring evidence. How one marginal personality can satiate, albeit temporarily groping human

deprivation is offset by the fact that those needs can just as suddenly arise once more.

Michael Moriarty, as Arthur Henderson typifies that smooth cocky Tom Seaver-like sports phenomenon that essentially is able to get what he wants. Slick as a ball player and equally adept as an off-season insurance salesman (he even sold a life-insurance policy to his dying friend) his attempts at concealing Pearson's illness from management are worthy of WC Fields allusions in the Bank Dick.

A great bit by Vincent Gardenia as the frazzled, harried Manager Dutch, is memorable for its total encompassment of characteristics displayed by cliché-ridden coaches. The caricature of a suspicious well-meaning and sentimental figure will probably draw Gardenia a ticket to this year's Oscars, for what that's worth, as a Best Supporting Actor nominee. Finding out that Pearson has Hodgkin's Disease, Dutch furiously shouts "Let's get this goddamn Hodgkins guy out here!" with the typical coach's plethora of intelligence and bravado.

Director John Hancock moves rapidly in and out of the clubhouse with a penchant for capturing comic episodes so pervasive in professional sport but with no rendered admonitions.

But it is Robert de Niro as Bruce Pearson who really owns the movie. In fact you don't even like him at the beginning of the film.

But as a figure of pathetic proportions, he evokes the same response from the viewing audience as he does from his teammates. One gradually sympathizes and eventually admires him. The trusting country bumpkin with the outstanding elements of hopefulness and utter futility, in the end, provides the

searing restoration of a cancerous lesion that has incapacitated those he comes in contact with.

The final departure scene at the airport undoubtedly epitomizes the character. Stumbling comically like Chaplin's Little Tramp, Pearson walks towards the plane alone, a little baffled and probably not understanding what has transpired.

This movie, unfortunately, played in town for only four days. As it acquires its due, recognition, it will probably return here for another engagement. Try it and see.

Stan Michna

## Keystone '74



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## Music WLU

## Which Choir is Which?

Pauline Durichen

People are often surprised to learn that there are three different choral groups associated with WLU and they wonder how and why a university of this size is so active in this area. This hasn't always been the case, but with the increased stress upon the performing arts experienced over the past decade or so, WLU has become an increasingly active cultural centre whose choral music has branched out to cover several areas of interest. This article is the first in a three-part series which will deal with the three choirs of WLU.

## The University Choir

This university has had a long tradition of organized choral music going back to the early years when Dr. U.S. Leupold directed the Waterloo College Male Chorus. Later, a small mixed choir functioned on campus and in the community, and served as a nucleus for what is now a much expanded and active University Choir under the direction of Dr. Walter H. Kemp, who is also the Chairman of the Music Department. The present-day Wilfrid Laurier University Choir is open to students in all programmes of study, providing that they can read music well enough and can pass a simple vocal audition held early in the fall term. This choir averages about eighty voices and is identified in performance by the specially-designed black gowns with purple and gold-trimmed yokes showing the University colours.

A brief summary of this choir's abilities and accomplishments of the past several years shows how much can be done by a group of people with high morale and equally high musical standards. The choir has toured many cities and towns in both Canada and the United States singing to capacity audiences, helping to attract prospective students to WLU, and generally making (and keeping!) friends wherever they have gone. Closer to home, the choir has regularly been featured as part of CKCO TV's Christmas programming, and the resulting half-hour of music seen and heard on Christmas Day is always well worth a gruelling evening of studio taping late in November. (Choir members take note: it's Nov. 27th this year!)

Up until last year, the University Choir took part in the annual City Hall Christmas lighting ceremony. The weather was nearly always atrocious, but almost everyone

came anyway to sing carols on the City Hall steps in Kitchener, while an appreciative audience of shoppers and passers-by braved the cold to listen to the music. This year there are no longer any steps to sing on.

Part of the upcoming festive season is the annual Boar's Head Dinner held for the University community, and it just wouldn't be complete without the participation of the choir, which not only performs for the guests, but also leads in the traditional carol-sing at the conclusion of the gala meal.

Other activities which have extended the excellent reputation of the University Choir farther afield have been the making of a recording called "Music for Christmas" (a few copies of which are still available at the Campus Bookstore), and the commissioning of a series of choral works by well-known Canadian composers. In fact, it is one of the outstanding aspects of this choir that it has premiered many new Canadian compositions and is continually performing distinctive Canadian music. No one can doubt the sense of identity expressed by this ensemble in performance—the varied and often demanding repertoire says it all.

In terms of the amount of work yet to be done, the busy season of the University Choir is just beginning. But the real highlight of this hectic year will be a proposed trip to England, tentatively set for May 1974. If all goes well, Dr. Kemp hopes to assemble a balanced ensemble made up of members of all three choirs for a twenty-one day singing tour. (We still need more tenors... Help!)

Upcoming events to note: The traditional Advent Candlelight service will be held on Sunday, Dec. 2 in the Seminary Chapel.

The annual Boar's Head Dinner will be held on Dec. 5 this year.

Another reminder to keep Dec. 16 open for the performance of Handel's Messiah: tickets will likely go very quickly.

Last week's column previewed a recital of works of Monteverdi which was to have been performed last Tuesday: it was learned that this event was cancelled after the column went to print. Sorry about that, but don't despair if you were looking forward to hearing the Collegium Musicum—this recital will take place at a future date and will be announced in good time.

(The second article on the choirs of WLU will feature the new Alumni Chorale and will appear at a later date.)

BERLIN, Lou Reed:  
RCA-APLI-0207

Berlin is Lou Reed's best work since he was with the early version of the Velvet. Berlin is Reed's best work since the early Velvets because he has finally found someone who can produce him, that someone is Bob Ezrin, who by way of passing is a Toronto lad. Reed's biggest problem in the past has been finding a producer. David Bowie produced his last album, *Transformer*, but played up Reed's image a little much. The music was passable and in parts very good, but the whole thing came off looking like Lou Reed, the bisexual drag prince to Bowie, and candidate for degenerate of the year: one look at the cover with Reed in leather, black lipstick and black eye shadow told the story.

Reed still finds the factor of degeneracy a fascinating idea and now he has developed that theme into a concept album, a soundtrack for an imaginary movie. Berlin is the story of a girl speeding in Berlin. She is bisexual, a speed freak, cruel arrogant and used. She loses her children because of her lifestyle and eventually commits suicide. The story is told in nine songs and summed up in the tenth. It is a very powerful and moving story, with certainly the most moving plot ever in a concept album. Reed had not considered this as a concept album when he wrote the title song for the Velvets several years ago; their version was far different from the one found here. Reed sings alone over a cocktail piano played by producer Ezrin. The whole thing is very reminiscent of the movie "Cabaret." As in most of the album, the words are very striking:

In Berlin by the Wall  
You were five foot ten inches tall  
It was very nice  
Candlelight and Dubonnet on ice

The words seem to lose their importance on paper, but to hear Reed intone them in his sort of non-voice gives them a whole new meaning. It is the style of singing that gives the album its real power. Reed does not actually sing, but rather he almost talks each song. The closest he comes to actually carrying a tune is in "Caroline Says No. 1." His vocal mannerisms are perfect for the songs he sings; anyone else would try singing them, or if they took Reed's style, would miss the mark. It works for Reed because of his deep rich voice and Brooklyn accent and drawl.

## DisC

by Fred Youngs



The songs have very mournful melodies and beats. The saddest song on the album is aptly titled "Sad Song." Its chorus has Reed tunelessly repeating the words "sad song" over a female choir. The juxtaposition of Reed's monotonous repetition in his luxurious voice against the trilling of these ladies creates an extremely moving and nerve shattering song which brings the depressive tone to a fore and forces the listener to realize the depth and meaning behind this album.

One of the things that allows Reed to forge ahead on this perilous course are the fine backing musicians. He recorded this album in London, where he found some of the best session help available; not big stars to dress up for the album, but talented individuals. B.J. Wilson, Jack Bruce, Aynsley Dunbar and Steve Winwood all help out. Particularly Bruce. He is a fine bass player who got carried away in his days with Cream. He has finally settled down to playing some good, honest bass. He lays down a solid rhythm track for Wilson and Dunbar to follow, while other instruments on the album are played by expert English studio men. The backing is extremely professional and one of the best from a studio band that I have ever heard. Reed and Ezrin obviously spent a lot of time choosing the musicians and they sacrificed the big name for talent.

The sound on the album is quite clear and precise, each instrument is quite clear and noticeable. On "Men of Good Fortune" there is a slight echo on Reed's vocal which is quite audible even at high

volumes, the sound is that clear.

The most distressing fact about the album is mood. It seems odd to be moved by a piece of vinyl, when we are more accustomed to being moved by celluloid. However, this album has accomplished what many couldn't. The Stones tried it on several occasions, the most memorable being "Sister Morphine". Other groups tried and most of them failed. Reed succeeds like no other ever has. The album is difficult to listen to the first few times, it is that depressing. Ezrin has dug up some superbly horrifying tapes of children screaming for their mother for the end of "The Kids" and the whole sound of the album (deep and low) lends itself to the mood. To call it one of the most depressing albums ever is a true compliment as it has succeeded in what it set out to do. Two years ago "Rock Operas" were the thing to do, there was Tommy, J.C. Superstar and Arthur to name a few, some were good, one great, most were overdone but none, save Arthur by the Kinks conveyed any great feeling, as an opera should. But with Berlin Reed has succeeded.

Berlin is the album needed by Reed to bring him into his own. Hopefully he can now shake off his former image and concentrate on his music. If he sticks with Bob Ezrin, Lou Reed could be very big in the future.

## The Picture Show

6 Princess St. West Waterloo 743-7911

Nov. 23-25 Fri. thru Sun.

## Medium Cool

dir. Haskell Wexler 1969 color restricted

A film about the photographic medium and what personal misery a news photographer can bring on himself by getting involved in what he sees from day to day. Shot in Chicago, 1968. A controversial film

Nov. 27-29 Tues. thru Thurs.

## Shoot the Piano Player

In a half-thriller, half-parody style, we see how Edward Saroyan, the pianist, becomes Charlie Koller, the piano player, with a suicide and a murder along the way. Directed by Francois Truffaut, starring Charles Aznavour. 1960

## MIDNIGHT SHOWS

Nov. 23 &amp; 29

## Adrift

Czechoslovakia: Jan Kadar, 1968-1969, B&W, CZECH with English subtitles

A Czech-American production. Using American, Czech, Yugoslavian, and Hungarian actors. The shooting had to be interrupted for almost a year due to the coming of Tanks and Kadar's subsequent departure for the U.S. The film concerns love-hate conflicts within a man

## National Film Theatre

26 Nov.

IVAN THE TERRIBLE, part two

The sequel to part one, even slower and more sumptuous, containing some of Prokofiev's most enervating music

## Variety and Cultural Show

Nov. 26 The Crystal Palace featuring Ray Smith and Steve Nezarella. This will be an evening of poetry and original music by a group from the Perth County area. Steve has had considerable background in the theatre and plays guitar, piano and tenor sax. Ray began as a Methodist preacher from which he worked into comedy and radio doing a lot of tours. They have just returned from a tour including Cornwall, Baltimore and Toronto. From Perth County Conspiracy Does Not Exist.

This is a community programme. In order to keep Alive Variety alive, we need your support.

## TO BE

Thursday, Nov 22

Pub Nite: WLU featuring Burgandy, 8pm  
Fall concert dance, repertory dance co. 11:30 am. Theatre of the Arts, U of W. Free  
IVCF Social

Friday, Nov 23

On Campus Recruiting Peat, Marwick & Mitchell  
Allstate Insurance Co.

Saturday Nov 24

Hockey: WLU vs. Carlton 2 pm Kitchener Memorial Aud  
Jr. A Rangers vs. Hamilton. Itich Aud.

Compliments

Submissions to To Be must be handed in no later than 10 am Tuesday of the week of insertion. They may be placed in the To Be mail slot in the Board of Publications office.

Sunday, Nov 25

K-W Philharmonic Choir Concert 8pm. St. Andrews Presbyterian Church (Queen & Weber St. Kitchener)  
Howard Dyck, Conductor.  
Students \$1.50, Adults \$2.50.  
Tickets at the Bookstore

Monday Nov 26

Wrestling 8:30 pm. Kitchener aud.

Jazz club Big Bands by Al Collins 8 pm Kitchener Public Library

On Campus Recruiting: Canadian Packers; Price Waterhouse

WC Fields Film Festival: Tillie & Gus, Your're telling me, 8pm Lecture hall a43, Conestoga College  
Tuesday Nov 27

On Campus Recruiting: Dylex, Canadian Packers, Price Waterhouse. Troilus & Cressida thru to Dec 1. Theatre of the arts, U of W 8pm adults \$1.25, students 75 cents  
Coffee House Willinson Lounge, SUB no charge

Wed Nov 28

On Campus Recruiting: Deloitte, Hashins and Sells.

## Campus Bookstore

'in the Concourse'



redoubled

redoubled

by J. R. Gamsby

First of all, I submit an apology to those of you heartbroken over the absence of my column last week. It seems the editors decided there wasn't sufficient space.

This week's column concerns the play of the cards. The bidding convinces declarer that he should adopt an unusual line of play, and that line of play brings home the contract safely. Once the opening lead has been made, declarer surveys his chances by observing the dummy and his own hand.

N  
S. A K 9 8  
H. J 5  
D. 6 4 3  
C. Q 6 4 3

S  
S. 10 3 2  
H. A K Q  
D. Q J 10 9 8  
C. A 10

Bidding

|     |   |     |          |
|-----|---|-----|----------|
| S   | W | N   | E        |
| 1NT | P | 2C  | Db       |
| 2D  | P | 3NT | All pass |

You can observe that south must establish the diamond suit in order to take nine tricks. The normal line of play is to cover the jack of clubs with the queen, east plays the king and south wins with the ace. South now leads the queen of diamonds either west or east wins and returns a club to south's ten. South plays another diamond again remainder (2 clubs, 3 diamonds, 3 hearts and 2 spades, or 2 clubs, 3 diamonds, 2 hearts and 2 spades depending on individual preference.)

In all probability declarer will make the hand in this manner. However if one of the defenders has five clubs, declarer will go down one (losing 3 clubs and 2

diamonds) before the diamond suit can be established.

Looking at all four hands:

N  
S. 10 3 2  
H. J 5  
D. 6 4 3  
C. Q 6 4 3

W  
S. Q 6 5 4  
H. 10 7 6 3 2  
D. K 7  
C. J 2

E  
S. J 7  
H. 9 8 4  
D. A 5 2  
C. K 9 8 7 5

S  
S. 10 3 2  
H. A K Q  
D. Q J 10 9 8  
C. A 10

With seven outstanding clubs the probability is that they will be divided four-three, and declarer will make the contract. Remembering the bidding lends a clue however; east doubled north's bid of two clubs, now it appears that east has five clubs. What line

of play can bring home the contract given a 5-2 split in clubs? South ducks west's opening lead of the jack of clubs in both hands. West returns his last club, south wins with his ace. South leads the diamond queen. If west wins he cannot lead a club to establish east's suit. If east wins he can cash only the king of clubs as dummy still has the queen and another. In the end south makes six tricks in the red suits and three in the black suits.

Note that the duck at trick one is also essential if west has the singleton jack of clubs and east both diamond honours.

Again, the importance of listening to the bidding and grasping its significance cannot be overemphasized. Here the "normal" play is losing one and the "unusual" play a winning one.

The one hazard of the play is that given a 4-3 split in clubs the unusual play is a losing play (which is why it is unusual).

mate

by Frank Sexton

The smoke has cleared and ex-world champion Boris Spassky has won the world's strongest annual tournament, the Soviet Championship. In a rare display by Spassky, he waltzed through win after win to finish with 11½ points of a possible 17.

The past nature of the tournament was that of endless draws leading at most to a half point victory by the winner. Actually it has been very common to see a tie for the championship. Since 1967 there have been three ties in the six events. This year Spassky won by a full point margin and merely had to coast with draws in the last three rounds to insure this victory.

Perhaps more surprising were the results of some of the other participants. Anatoly Karpov, young superstar, placed second but was expected to be first. Michail Tal, probably the hottest player of 1972 and early 1973, placed only ninth. And Alexander Belyavsky, current world junior champion, placed a distant last. However, better results were achieved by Gennady Kuzmin, also a new rising young player, who tied with Karpov for second. A crosstable follows with the complete results.

The solution to the last problem is: 1. Q-N8ch! (if 1. .... RxQ; 2. N-B7 mate), KxQ; 2. N-K7 dbl. ch., K-B1; 3. N 5-N6 ch. PxN; 4. NxNp mate.

| Soviet Championship, Moscow, 1973 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|-----------------------------------|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
|                                   | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 1. B. Spassky                     | x | ½ | ½ | ½ | ½ | ½ | ½ | ½ | ½ | 1 | 0 | ½ | 1 | 1 | 1 | 1 | 1 | 1 |
| 2. A. Karpov                      | ½ | x | 1 | 1 | 0 | ½ | ½ | ½ | ½ | ½ | 1 | ½ | 1 | ½ | ½ | ½ | ½ | 1 |
| 3. B. Korchnoi                    | ½ | 0 | x | ½ | ½ | ½ | ½ | ½ | ½ | ½ | 1 | ½ | 1 | 1 | ½ | 1 | 1 | ½ |
| 4. G. Kuzmin                      | ½ | 0 | ½ | x | ½ | ½ | ½ | ½ | ½ | 1 | ½ | 1 | 1 | 1 | 1 | 1 | 1 | ½ |
| 5. T. Petrosian                   | ½ | 1 | ½ | ½ | x | ½ | ½ | ½ | 1 | ½ | ½ | ½ | ½ | ½ | ½ | ½ | 1 | 1 |
| 6. L. Polugayevsky                | ½ | ½ | ½ | ½ | ½ | x | ½ | 1 | 1 | ½ | ½ | 1 | ½ | ½ | ½ | ½ | ½ | 1 |
| 7. E. Geller                      | ½ | ½ | ½ | ½ | ½ | ½ | x | ½ | ½ | 0 | ½ | 1 | ½ | 0 | ½ | 1 | 1 | 0 |
| 8. K. Grigorian                   | ½ | ½ | ½ | ½ | ½ | 0 | ½ | x | 1 | ½ | 1 | ½ | 1 | ½ | 0 | 0 | ½ | ½ |
| 9. M. Tal                         | ½ | ½ | ½ | ½ | 0 | 0 | ½ | ½ | x | 0 | ½ | 1 | ½ | ½ | 1 | ½ | ½ | 1 |
| 10. M. Taimanov                   | 0 | ½ | ½ | 0 | ½ | ½ | 1 | ½ | 1 | x | ½ | ½ | 0 | ½ | ½ | ½ | ½ | ½ |
| 11. V. Savon                      | 1 | 0 | 0 | ½ | ½ | ½ | ½ | ½ | ½ | ½ | x | ½ | ½ | ½ | ½ | ½ | ½ | 1 |
| 12. P. Keres                      | ½ | ½ | ½ | ½ | ½ | ½ | 0 | ½ | 0 | ½ | ½ | x | ½ | ½ | ½ | ½ | ½ | 1 |
| 13. N. Rashkovsky                 | 0 | 0 | 0 | ½ | 0 | 0 | ½ | ½ | 1 | ½ | ½ | ½ | x | ½ | ½ | ½ | ½ | 1 |
| 14. V. Tykmaov                    | 0 | ½ | 0 | 0 | ½ | ½ | 1 | 0 | ½ | ½ | ½ | ½ | ½ | x | ½ | ½ | ½ | 1 |
| 15. O. Averkina                   | 0 | ½ | ½ | 0 | ½ | ½ | ½ | ½ | 0 | ½ | ½ | ½ | ½ | ½ | x | ½ | 0 | 1 |
| 16. B. Smyslov                    | 0 | ½ | 0 | 0 | ½ | ½ | 0 | 1 | ½ | ½ | ½ | ½ | ½ | ½ | ½ | x | ½ | ½ |
| 17. E. Sveshnikov                 | 0 | ½ | 0 | 0 | 0 | 0 | ½ | 0 | 1 | ½ | ½ | ½ | ½ | ½ | 1 | ½ | x | 0 |
| 18. A. Belyavsky                  | 0 | 0 | ½ | ½ | 0 | 0 | 1 | ½ | 0 | ½ | 0 | 0 | 0 | 0 | 0 | ½ | 1 | x |

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Interviews on Jan. 16

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# Hawks fumble, fall in Halifax

photos by Wells

## The Sports Shop

by Les Francey

Hamilton-November 17, 1973, 1:15 EST "Hello, CKOC News Room"

"Yes, I wonder if you have a score in yet from the Atlantic Bowl being played in Halifax."

"Yes, we do have a score after two quarters of play. Laurier 7, St. Mary's 3."

Hmmm. We are winning but according to my predictions, we should be ahead 35-0 at this point. Oh, well. The Hawks do get stronger as the game goes on. Nothing to worry about.

2:45 EST "Hello, CKOC News Room."

"Do you have a final score on the Atlantic Bowl yet?"

"No. But I do have a three quarter score. Laurier 17 St. Mary's 10."

"Thankyou"

Oh, Oh. The Hawks don't seem to be doing very well. How can St. Mary's, who weren't even rated in the top ten two weeks ago, score ten points in three quarters against a defense that allowed only 3.3 points per game in their last three outings against top ranked teams? But we are winning still and Gowing says it's pretty tough to play when there are thousands of fans against you and only a handful for you.

It's 3:20 EST. The second period of our hockey game against Mac is over and I should phone for the Atlantic Bowl score. But something tells me that I don't really want to know. What nonsense! The Hawks have always played excellent second halves. There should be no problem. Like an expectant father, I paced the floor of the Hamilton Forum deciding whether or not to phone. Oh, what the hell.

Twelve rings. There has to be somebody there. I'll wait four more rings. Exactly four rings later. "Hello CKOC News Rooms." The female voice was cheerful, charming and attractive.

"I wonder if you have a final score on the Atlantic Bowl yet."

"Yes, as a matter of fact I do." Such a cheerful voice. "St. Mary's....." She needed to say very little more. But perhaps she was saying the loser first, strange as it may seem. "19-Laurier 17"

She must have made a mistake. But no, there is never a mistake when the news is bad. Ask her if she made a mistake. No, I doubt it. It must be true. But it can't really be true.

I was stunned. All of a sudden the noise and the people around me didn't exist. I finally garnered up the voice to thank the nice lady for giving me the score.

Can you believe it? There was still another period of hockey to play. But who cared? Halfway through the third period, Gowing asked me if I had phoned for a final score. It's a good thing the hockey team was winning. Well, he asked so I told him. His shock and disbelief were apparent. It didn't seem to bother him for the rest of the period though. But it did me.

What happened?

I was still in a state of disbelief when I was eating dinner and heard the final score broadcast over the radio. Again and again I heard it. University of St. Mary's Huskies 19, WLU Golden Hawks 17. It must be true. Then, the guy on the sports gave a summary of the game. The

Hawks gave up a safety touch late in the fourth quarter and then failed to go anywhere from the twenty-five and were forced to punt to the Huskies on their own 53. The Huskies then worked the ball down the field for the major and the conversion made it 19-17. With still time left in the game, rookie quarterback Gord Taylor took the Hawks to within field goal range. Then, with less than 30 seconds left, the Hawks fumbled and the game was essentially over. I still wouldn't believe it. But it was true.

Waterloo, November 19. I'm reading the Globe and Mail and it says here that the Golden Hawks really did lose in an upset to St. Mary's Huskies. Then it must be true. It wasn't all a dream.

Monday afternoon I talk to Coach Knight. He saw four factors contributing to the loss Saturday afternoon. "We had five fumbles and you can't win with too many turnovers." This is certainly true, in that the Hawks' last fumble came with less than 30 seconds remaining and Hawks could have been in field goal range. Knight also felt that St. Mary's played a good game and the "Hawks played what we considered was our worst game of the season." He also felt the lack of crowd control made life along the sidelines a mass confusion. At one point in the game, there was a near riot with fans spilling over onto the field delaying the game. "This disrupted our momentum. We were up 14-3 at the time and if we went in to score it would have been 21-3 and ball game over for them." Order was never restored and there was never any real order along the bench. Coach Knight also felt that the "officiating wasn't what we were used to."

In talking about the safety touch which later turned out to be the winning margin "There were less than three minutes left in the game and we thought we could control the ball and push St. Mary's deep into their own end. We had been controlling the ball well all season."

St. Mary's put in a special kind of defense against the Hawks and thought they had stopped the potent Hawk wishbone, but it really doesn't look that way when you look at the stats. The Hawks had 19 first downs to St. Mary's nine, with 366 yards rushing and 99 passing.

Was the team too over confident going into the game? "We weren't really overconfident but we didn't feel quite as tense and tight, as usual. We were a little more relaxed."

Coach Knight expressed his disappointment at losing and said he was sorry the team couldn't bring back the Atlantic Bowl for the students and give them another chance to see the team play.

Knight expects next year to be a rebuilding year. The entire backfield will be returning but Griffiths, Smith, Walker and MacDonald will be gone from the front line. And of course the big guns on defense who led the team so often will be graduating—Parker, Mueller, Balfe, Passmore, and Ott. These guys will really be missed next year.

I suppose there comes a time in the annals of sports history when even the best have their bad days and fall to defeat. I wonder if CBC feels good about the decision not to carry the game?



Taylor pitches out and McLean awaits the ball. This play typifies a type of offense that worked so well for the Hawks all season, leading to many big gainers.



This play was not typical of how things went all season for the Hawks, as Farnher appears to be stopped by a St. Mary's tackler. It does show the determination that Farnher put into every game.



St. Mary's quarterback Bill Robinson steps back to pass behind a staunch line which played a very good game in their upset victory over the Hawks.

## College Bowl features upstarts

The College Bowl emblematic of Canadian University Football superiority will be played this Saturday at the CNE stadium in Toronto despite the fact the WLU Golden Hawks will not be there.

McGill Redmen, by virtue of their 16-0 defeat of the second ranked Manitoba Bisons, proceeded to the game to meet St. Mary's Huskies who squeaked past the Hawks in their upset victory at the Atlantic Bowl last Saturday.

McGill is the only undefeated team in Canadian University Football winning their conference with seven straight victories and then defeating the Bisons for the Western Bowl.

St. Mary's, on the other hand, lost three games during the regular season and just scraped through to the finals by beating the University of Prince Edward Island in the Bluenose Division playoff.

One can look for a very fast and exciting game for both teams have a well balanced attack and Coach Knight says St. Mary's is as good as teams such as Western and Ottawa so there will be lots of action. Game time is 1 PM EST at CNE stadium in Toronto.

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## WLU blanked by york: bounce mac

by Rick Campbell

A week ago Tuesday night, WLU travelled to Toronto to play the York Yeomen. Judging by the Hawks' performance, they would have been better mailing the two points to the Toronto university, which completely dominated the game and was full value for its 7-0 victory. Unlike teams in the past however, WLU refused to take this humiliation sitting down, and last Saturday emerged from Hamilton with an impressive 8-4 victory over the McMaster Marlins. This win evened the Hawks' record at a respectable 2-2, good enough for a share of third place in their division.

The number of compliments that could justifiably be paid to the Hawks in the York game were about as few as the number of shots they had on goal. Goalie Phil McColeman held the team in the game until three quarters of the way through the second period, the score being only 1-0. However, three quick goals, one a fluke and two good efforts gave York a 4-0 advantage after two frames. This lead was increased to 7-0 by the midway mark of the final period, on an assortment of cheap deflections and scrambles which left McColeman very little if any chance. Save for his tending performance, the shots on goal reflected Hawks' only consistency as they managed only 4 in each period for a game total of 12, while York fired 41 at McColeman. Actually, the defence stood up well for a good part of the game, and were fairly successful at fending off York's first line of attack.

However, the Hawks' forwards were following the remaining York attackers as if they were conducting separate line rushes. This display of indolence on their part led directly to 4 of the 7 markers counted by York. If a team expects to be successful there must be team effort 100 percent—both offensively and defensively. Hawks were lacking in both in this contest.

Apparently, they resolved many of these difficulties in the game against McMaster—a fine team performance which featured a great deal of balance, scoring-wise. After falling behind early in the game, it looked like Hawks might be well on their way to their third loss. McColeman once again barred the door in the early going undoubtedly giving inspiration to some of the other players to "carry the ball". Whether it was to be referred to as "carrying the ball" or "shooting the puck" this was exactly what they did, jumping on Mac for 4 unanswered goals in the remainder of the first period. Sharpshooters in the first period were Dave Resnick, Paul Stratton, Terry Uniac and Alex Elson, who closed out the scoring at 18:57 on a beautiful breakaway effort.

The intermission between periods did little to cool down the Hawks shooters who added to their total at 1:15 of the second on a goal by Ralph Biamonte. Although the Hawks swarmed around the enemy goal for a good portion of the second period, the only other goal came from a McMaster stick and Hawks went into the third leading 5-2.

The WLU team came out in the third period and again outscored their opposition 3-2 on goals by Elson, Dennis Schooley and Stratton, spaced in and around the two McMaster goals. More significant perhaps than the final total was the fact that the Hawks were able to bounce back from defeat with a great team effort, especially on the road. The defence is playing as a solid unit, and the forwards seem to be finding each other, as the 8-4 count would indicate. Hopefully, Hawks will continue to play in this manner, taking each game as it comes and not fretting over previous setbacks. A heavy part of their schedule is coming up, and this most recent victory augurs well for WLU's chances of success in those contests. Out of no loss of respect for our fine football team, anyone planning to cheer for the Golden Hawks on the 24th of November, can still do so—hockey variety—at the Kitchener Auditorium where we play host to Carleton Ravens. Game time is 2:00 pm.

## Girls lose badminton tournament

by Darlene Douglas

The women's varsity badminton team was smashed into the ground last weekend in the OWIAA tournament at Western. Bright eyed and eager to start, the team confidently stepped onto the court at 9 am after rising at 5 am knowing before things even started that they were going to be beaten. Well equipped with white uniforms, varying from altered pillowcases to brother's shorts, and U of W t-shirts, our team looked formidable(?). They looked even better after the playing started.

Hopelessly outclassed and with no coach to bolster their courage, all six girls put up a valiant fight but were lucky to score a single point—let alone win a game. After a day of picking up birds and running around the court, the team was humiliated, discouraged, and tired. Laurier did contribute to the tournament however, by making everyone else feel good because they knew at least one team could be beaten.

Why are smaller universities not classed together for another level of competition more appropriate to their skill? Brock, Ryerson, Carleton and others would all be potential candidates for this league. If the aim of sport is enjoyment, then it failed miserably this past weekend. The general consensus on the team is that no one ever wants to see a badminton racquette again and their attitudes towards the tournament can be summed up in two words—oh, shit!

## Naismith classic this weekend

by Keith Thornton and Bob Evans

The 6th annual Naismith Basketball Classic will take place this Friday at the University of Waterloo. The tournament opens at 1 pm Friday.

Should the Hawks defeat Ottawa, they will advance to the semi-final.

Coach Don Smith is optimistic of our chances in the tournament and feels the main opposition will come from McMaster, Waterloo and Windsor.

WLU was the consolation winner in last year's tournament.

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## Table tennis tournament results

by David Wong

How often do you see students so concerned about a campus event? When was the last time you saw so many people gathered in the concourse enjoying themselves?

Last week the W.L.U. Chinese Students Association organized Laurier's first Table Tennis Tournament, which successfully aroused great interest in the student body. About 80 players participated in the Men's Singles, Men's Doubles and Ladies' Singles contests. (Because of our limited budget, we have not been able to sponsor the tournament on a larger scale, and had to somewhat limit the number of participants.) Over 1,000 spectators were gathered during the four days the tournament was held.

The tournament started on Monday, Nov. 12, and the finals were played on Thursday, Nov. 15,

with the following results:

### Men's Singles

Champion: Patrick Lai  
1st runner-up: Rick Kingston  
2nd runner-up: Pat Kinch

### Men's Doubles

Champions: P. Lai & V. Ng  
1st runners-up: T.Y. Chen & T.F. Chow  
2nd runners-up: C. Chaddah & L. Wharton

### Ladies' Singles

Champion: Grace Lau  
1st runner-up: May Chan  
2nd runner-up: Brenda Reble

Also, one consolation prize in each division was awarded to an outstanding player:

Men's Singles: Tim Neeb  
Men's Doubles: D. Huss & B. Polak  
Ladies' Singles: Jan Wilson

All prizes were presented by Dr. Frank Peters immediately after

the finals.

The Chinese Students Association would like to thank Mr. Arnold, Manager of the Games Room, for providing us with table-tennis rackets, nets and balls, and to thank our Bookstore, the Kitchener-Waterloo Chinese Cultural Centre and Dr. F. Peters for their generous prize donations. We are also grateful to the Head Residents of Conrad Hall and MacDonald House for granting us permission to use their table-tennis tables.

Lastly, we would like to extend our thanks to all those who helped to organize and to referee the games, the players who participated and the spectators who supported and encouraged us. You have made the tournament a success by your interest and participation. We hope to make the Table Tennis Tournament an annual event, so keep practising!

## Cage Hawks win two games

by Keith Thornton  
and Bob Evans

The basketball Hawks opened their exhibition schedule this week with a 70-62 victory over York and a 100-77 victory against Toronto.

At York, forward Rick Thompson led the Hawks with a 20 point performance. Rod Dean contributed 19 points and Neil Hegeman pumped in 14, although the Hawks had a considerable amount of trouble disposing of the Yeomen. Turnovers kept them from opening up any substantial lead and the outcome was in doubt right to the final minute of play.

But with only 25 seconds to play, Thompson's layup and foul shot put the Hawks in front by five and nine seconds later, Dean put the game away, sinking two technical foul shots. Two bright spots in an otherwise mistake ridden game were the rebounding of Dave Lockhart and some very aggressive play by Hegeman.

Against Toronto, in the first varsity game to be played in the Athletic Complex, the Hawks looked much better. Bert Van Cook, playing superbly, led the Hawks against a team which more resembles high school calibre than university. Coach Don Smith

substituted quite freely as Toronto could muster very little even against the WLU second string players. Although sitting out much of the second half, Dave Lockhart scored 14 points and completely dominated the boards when on the court. Rod Dean had 18 points while Thompson and Hegeman contributed 12 apiece as all five starters hit the double figures. Despite Van Cook's sharpshooting, the spotlight was stolen by the hustle exhibited by Brian Kane, Joe Macrito, Paul Lattanzio and John Dimoff as they came off the bench to provide some entertaining basketball.

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- Anyone interested in submitting photographs of campus activities for the **Keystone** is welcome to do so before December 7
- Prints or negatives accepted. Thank you, The Editor

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# THE CORD WEEKLY

Thursday, November 22, 1973

*In this issue*  
*Part two of Race and intelligence*  
*Do universities educate?*  
*And the Hawks lose...*

Vol. 14, No. 11

